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The second tragedy, which appears now for the first time, is only about half as long as the other, but, within its narrower limits, contains even more intensity of action, speech, and feeling. Beginning with Laocoön's warning to his fellow-citizens not to trust the wooden horse about which they had excitedly gathered, it continues the tale of the treacherous ruse of the Greeks to the bitter end of desolation and despair.

For actual presentation this tragedy offers many practical difficulties, and herein differs from the story of Dido, which has been staged with great success, but both dramatizations are valuable contributions to our modern interpretation of ancient life and our better understanding and appreciation of Rome's national epic. As a supplement to the study of Vergil, they will prove a source of great interest and help, for by giving the student a more comprehensive view of the poem he is reading, they will lead to a fuller recognition of its meaning.

The musical setting offered for the lyrical parts of the Dido, as well as the outline drawings suggested for its stage action and scenery and the reproduction of idealized figures and costumes, render the book very attractive and furnish valuable assistance to those who may wish to stage the play.

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High-School Course in Differential Calculus, First Lesson. By CHAS. N. SCHMALL, B.A. Published by the author, 89 Columbia St., New York, 1907.

Not a little has been said and written on the importance of introducing the elementary notions of the calculus into high-school work. Professor Klein of Göttingen is the leader of the movement in Europe to make the function idea the central, or organizing thought of mathematical work from the beginning of the gymnasial course through the university. A consequence of the acceptance of this point of view is that calculus, which is pre-eminently the instrument for dealing with the function idea, must be begun early in the work of the gymnasium. If this means anything to American teachers, it must mean that the fundamental concepts of the calculus should be given in secondary-school courses in mathematics.

Many teachers have felt the importance of doing this and have pointed out ways in which the beginnings might be made in this direction. Mr. Schmall in his pamphlet of twenty pages has shown how the fundamental principles of differentiation may be well started with students who know no more mathematics than algebra through quadratics, and plane geometry. The presentation is largely graphical and geometrical, and the meanings of things are made simple, clear, and interesting so far as they go. The lessons include the teaching of the ideas of continuity, differential coefficients, derivative of a function, and the interpretation of the derivative as the slope, or gradient of the curve, the rate of change of an area, and the rate of change of a function. The pamphlet purports to be the first chapter of a book on differential calculus for use in high schools. Many teachers who are sympathetic toward movements for,

the improvement of mathematics in Europe will be interested to see how clear and simple this work may be made. Whether Mr. Schmall has done this as well as someone else may be able to do it is an open question; but there can be no question that he has attempted to make practical an idea which is of the first importance for a far-reaching improvement in the teaching of secondary mathematical subjects.

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The Administration of Public Education in the United States. By DUTTON AND SNEDDEN. New York: Macmillan, 1908. Pp. 601.

In the preface of this work President Butler distinguishes between the activities of the state, the American people viewed as an organized unit, and those of the government. "It is this governmental educational activity with which the present volume deals." There are thirty-two chapters treating such subjects as "Factors Favoring the Advance of Education;" "The National Government and Education;" "Local Units of Educational Administration;" "The Financing of Public Education;" "The Improvement of Teachers in Service;" "The Elementary Course of Study;" "The Administration of High and Normal Schools;" "Vocational, Physical, and Correctional Education;" "Educational Statistics;" "The Widening Sphere of Public Education," etc.

Professor Dutton in his Brookline work and in his *Social Aspects of Education* made an important contribution to the recognition of the wider social responsibility of school authorities. Professor Snedden has already given us the most valuable works we possess on correctional education and school records and statistics. The combination of the forces of the two men in this volume leads the reader to expect in it a work of unusual value.

The introduction brings together the names of important persons in American education, then follow the significant industrial and social conditions upon which schools depend, and the leading events in national, state, and local school development. There is scarcely a topic from ventilation to pensions, child labor, tuberculosis, festivals, and the school nurse which is not included. The treatment is descriptive and accurate. To one accustomed to the somewhat inspirational style of many works on school management this encyclopedic book will prove hard reading, for it is not intended for reading-circles or teachers' meetings. It is essentially a reference book. Fortunately there is an excellent index. The references at the end of each chapter bring into view practically all the material the ordinary student can have occasion to consult.

The inclusion of so large a range of governmental activity in matters pertaining to children will render the work of use to other social workers besides those employed in the school.

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